Next, Now, and Then

Verbs: Future, Present, and Past Tense

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ELED 3151

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Grade Level: 3

Subject: Verbs: Future, Present, and Past Tense

Number of Students: 22

Major Content: Language Arts

Unit Title: Next, Now, and Then

**Lesson Plan One**

**Lesson Goal:** Students will learn to use verbs in the Present Tense

**Objectives:**

1. Students will act out the verbs (i.e.: running, walking, jumping).
2. Students will write out the verbs they acted out.
3. Students will then write sentences using the verbs they listed.
4. Students will play Present tense Bingo

**Language Arts Standards:**

SPI 0301.1.2 Identify the correct use of verbs (i.e. present, past, and future tense) within

context.

**Content Standard:** 3.2 Candidates demonstrate understanding of the parts of speech and their functions in sentences.

**Learning Expectations:**

**3.1.e Developing Language Grammar**

Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

**3.3 Demonstrating Knowledge of Standard English**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Required Prior Knowledge:**

Students must be able to tell the parts of a sentence (i.e.: noun, verb). Students must be able to tell what the verb is in a sentence. Students must also be able to define the meaning of the verb in the sentence.

**Bloom’s Taxonomy:**

Remembering- Students will use their memorization of the concept to complete the Present Tense Bingo game.

Understanding- To show the students’ understand the directions and concept, they will repeat the directions to the teacher aloud.

Applying- Students will write the verbs they listed after acting them out in sentences.

Analyzing- Students will be choosing which verb is present tense.

Evaluating- Students will be able to tell why the verb they picked is in the present tense.

Creating- Students will create new sentences using present tense verbs.

**Multiple Intelligences:**

Bodily-kinesthetic- Students will get up and moving to act out verbs.

Intrapersonal- Students will work independently while participating in the Present Tense Bingo game.

Interpersonal- Students will work in groups to write sentences using the verbs they acted out.

Visual-Spatial- Students will have to look at the Present Tense Bingo sheet and decide whether or not they have the present tense of the verb called on their sheet.

**Provisions for Individual Differences:**

For students who are having trouble understanding the present tense, I will pair them up with a partner or study buddy.

**Materials:**

4 Posterboards with the verbs walk, run, jump, and dance written on them

White Paper

Bingo Sheets with Present Tense Verbs

Bingo Markers

**Time:**

The lesson will begin at 9:00 a.m.

The lesson will start with a quick review of verbs. The review will take approximately 10 minutes.

After the review, I will move into the Present Tense Activity. I will name verbs (i.e.: run, walk, jump). Students will act out the verbs and then write down the present tense of these verbs. After writing down the verbs, they will write sentences using these verbs. This should take 15 minutes.

Next, the students will play a round of Present Tense Bingo. Students will play a bingo game that consists of bingo game sheets that have the present tense of verbs on it. I will call out verbs like eat and the students will have to cover the present tense of that verb. This activity should take approximately 35 minutes.

**Set:**

Attention Getter: Students will be instructed to stand up and stretch. The teacher will tell the students that they will become verbs and they will be acting out verbs.

**Procedures:**

1. She will give a quick review of what verbs are and ask students what verbs are and what do they represent.

**First Step of the Tennessee Instructional Model**

1. The teacher will show the students the posters with verbs written on them and model how they will act out the verbs.

The teacher will show the poster and ask the students to tell her what verb is written on it. She will then begin to act out the verb. For example, the verb written on the poster is walk. She will begin walking in place. She will ask the students what action she is performing. The students should answer walking.

**Second Step of the Tennessee Instructional Model**

1. The teacher will hold up a verb poster and act out the verb with the students.

The teacher will hold up the poster and ask the students to act out the action in place. She will also act out the verb along with the students.

**Third Step of the Tennessee Instructional Model**

1. The students will write down the verbs that they acted out and write sentences using those verbs.
2. Students will play the Present Tense Bingo game.

The teacher will ask the students to write down on a white piece of paper the verbs they acted out and their present tenses. The students will then create sentences in groups using the present tenses of the verbs they acted out.

**Closure:**

At the end of the lesson, the teacher will explain that the verbs they have acted out are in the present tense, meaning they are happening now. She will then tell the students that verbs are written differently when they are different tenses.

**Assessment:**

Objective1: Students will be able to correctly name the present tense of a verb.

Assessment1: Students will be able to correctly name the present tense of a verb during the Present Tense Bingo game.

Objective2: Students will be able to match present tense verbs with the correct sentence.

Assessment2: Students will complete the Present Tense Verb Game. <http://www.oswego.org/ocsd-web/match/term/matchgeneric2.asp?filename=msmith5verbtensepresent>

Objective3: Students will fill out a KWL chart.

Assessment3: Students will fill out a KWL chart to show what they have learned about present tense verbs.

**Supplemental Activities:**

For further review, students will complete a present tense worksheet.

Students, who are still struggling, will practice with present tense flash cards.

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| **VERBS BINGO** | | |
| WALK | DANCE | RUN |
| JUMP | SKIP | CLIMB |
| SING | Free  Space | LOOK |
| CLAP | COOK | TALK |
| JOG | WAVE | DRIVE |

**Lesson Plan Two**

**Lesson Goal:** Students will learn to use verbs in the Past Tense.

**Objectives:**

1. Students will identify verbs in the past tense.
2. Students will write a story in the past tense.
3. Students will identify past tense verbs they use in their own story and defend why the verbs are in the past tense.

**Language Arts Standards:**

SPI 0301.1.2 Identify the correct use of verbs (i.e. present, past, and future tense) within

context.

**Content Standard: 3.2** Candidates demonstrate understanding of the parts of speech and their functions in sentences.

**Learning Expectations:**

**3.1.e Developing Language Grammar**

Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

**3.3 Demonstrating Knowledge of Standard English**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Required Prior Knowledge:**

Students must be able to tell the parts of a sentence (i.e.: noun, verb). Students must be able to tell what the verb is in a sentence. Students must also be able to define the meaning of the verb in the sentence. Students must be able to understand that verbs can have different tenses.

**Bloom’s Taxonomy:**

Remembering- Students will recall past tense verbs in order to write their When I Was a Little Girl/Boy story.

Understanding- Students will show their understanding of past tense verbs by pointing out the verbs in the story Hilburt the Halibut.

Applying- Students will write their own When I Was a Little Girl/Boy story using past tense verbs.

Analyzing- Students will distinguish past tense verbs from the other tense when finding verbs in the Hilburt the Halibut book.

Evaluating- Students will defend their choice of past tense verbs found in the Hilburt the Halibut book.

Creating- Students will create their own When I Was a Little Girl/Boy.

**Multiple Intelligences:**

Visual-Spatial- Students will look at the book Hilburt the Halibut and look for verbs.

Intrapersonal- Students will work independently to write their own When I Was a Little Girl/Boy story.

Linguistic- Students will write and come up with their own story.

**Provisions for Individual Differences:**

If students are having difficulty with the lesson, I will have them pair with their study buddy for additional help.

If students are having trouble coming up with ideas for their story, I will give them prompts to help them find ideas.

**Materials:**

Book Hilburt the Halibut by Tim Bixler

Dry Erase Marker

Pictures of each student at a younger age

Story When I Was a Little Girl/Boy (written by teacher)

Overhead projector

White Board

**Time:**

The lesson will begin at 9:00 a.m.

The teacher will begin by talking about the book Hilburt the Halibut and explaining instructions. This will take approximately 10 minutes.

The teacher will then read the book and have the students point out verbs and identify the past tense verbs. This will take approximately 15 minutes.

Then the teacher will read her When I Was a Little Girl/Boy story. This will take 5 minutes.

The students will the write their own When I Was a Little Girl/Boy story. This will take 25 minutes.

Students will share their stories. This will take approximately 10 minutes.

The total lesson time will be 65 minutes.

**Set:**

Attention Getter: The teacher will read Hilburt the Halibut. The teacher will ask the students to listen for the verbs in the story and notice if there any similarities between the verbs.

**Procedures:**

1. The teacher will review the previous day’s lesson about present tense verbs and will explain past tense verbs.

**First Step of the Tennessee Instructional Model**

1. The teacher will show the book Hilburt the Halibut on the white board via the overhead projector. The teacher will then ask students to pick out some verbs on the first page of the story.
2. The teacher will model how she wants the students to identify the verbs. She will then circle the verbs that the students name from the story.
3. The teacher will then draw a square around the verbs that are in the past tense.

**Second Step of the Tennessee Instructional Model**

1. The students will then name the verbs on the following pages and the teacher will circle the verbs.
2. The students will then name the verbs in the past tense and the teacher will draw a square around the past tense verbs.
3. The teacher will then read her story When I Was a Little Girl/Boy.

**Third Step of the Tennessee Instructional Model**

1. The students will then use the picture of themselves from when they were little to write their own When I Was a Little Girl/Boy story.

**Closure:**

The teacher will review past tense verbs and the rules for past tense verbs. The students will then read their When I Was a Little Girl/Boy story to the class individually and tell what past tense verbs they used in their story.

**Assessment:**

Objective1: Students will be able to point out verbs in the Hilburt the Halibut book and tell which verbs are in the past tense.

Assessment1: The teacher will listen and observe the students as they point out the verbs and she will listen to see if they correctly identify the past tense verbs.

Objective2: Students will write their own When I Was a Little Girl/Boy story.

Assessment2: Students will be assessed using a rubric on the correct usage of past tense verbs as well as correct grammar and spelling.

**Supplemental Activities:**

For additional practice, the students will play the Blast the Rocket interactive game. <http://www.bbc.co.uk/schools/starship/english/blastrocket.shtml>



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| **When I Was a Little Girl/Boy Story Rubric** | | |
| **Student used past tense verbs properly** | **Student used mostly used past tense verbs properly** | **Student didn’t use past tense verbs properly** |
| **Student used correct spelling** | **Student used mostly correct spelling** | **Student didn’t use correct spelling** |
| **Student used correct grammar** | **Student used mostly correct grammar** | **Student didn’t use correct grammar** |

**Resources:**

Book Hilburt the Halibut by Tim Bixler <http://www.antbee.com/book.asp?book=1>

Past Tense Verb Lesson <http://teachers.net/lessons/posts/1361.html>

**Lesson Plan Three**

**Lesson Goal:** Students will learn to use verbs in the future tense.

**Objectives:**

Students will learn key words that are clues that show a verb is in the future tense

Students will learn to use future tense in writing.

**Language Arts Standards:**

SPI 0301.1.2 Identify the correct use of verbs (i.e. present, past, and future tense) within

context.

**Content Standard:** 3.2 Candidates demonstrate understanding of the parts of speech and their functions in sentences.

**Learning Expectations:**

**3.1.e Developing Language Grammar**

Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

**3.3 Demonstrating Knowledge of Standard English**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Required Prior Knowledge:**

Students must be able to tell the parts of a sentence (i.e.: noun, verb). Students must be able to tell what the verb is in a sentence. Students must also be able to define the meaning of the verb in the sentence. Students must be able to understand that verbs can have different tenses.

**Bloom’s Taxonomy:**

Remembering- Students will recall what they have learned about the future tense and answer questions at the end of the lesson.

Understanding- Students will display their understanding of the future tense by writing a sentence with the verb written on their notecard.

Applying- Students will apply their knowledge of the future tense by writing a In the Future story.

Analyzing- Students will distinguish the difference between future tense and the other tenses during the rewrite of the Charlotte’s Web paragraph

Evaluating- Students will defend their choices for verbs in their In the Future story.

Creating- Students will create their own story using the future tense.

**Multiple Intelligences:**

Visual-Spatial- Students will watch as the teacher rewrite a paragraph from Charlotte’s Web on the board.

Intrapersonal- Students will work independently to write their In the Future story.

Interpersonal- Students will work as a class to write sentences using the verbs written on their notecard.

Linguistic- Students will write and create their own story.

**Provisions for Individual Differences:**

If students are having difficulty with the lesson, I will have them pair with their study buddy for additional help.

If students are having trouble coming up with ideas for their story, I will give them prompts to help them find ideas.

**Materials:**

Note cards with different verbs on them

White boards

Notebook paper

**Time:**

The lesson will begin at 9 a.m.

The teacher will read a paragraph from Charlotte’s Web and write a couple sentences from the paragraph on the board. She will then rewrite the sentences in future tense. This should take approximately 10 minutes.

The teacher will hand out the verb notecards and model writing her verb in the future tense on the board. This will take 5 minutes.

The students will then work with the teacher to write their verb in the future tense on the board and write a sentence using the verb. This will take 15 minutes.

The students will then write their In the Future story. This will take 25 minutes.

The students will share their stories. This will take 10 minutes.

The total lesson time will be 65 minutes.

**Set:**

Attention Getter: The teacher will read a paragraph from the book Charlotte’s Web by E.B. White. The teacher will write a couple sentences from the paragraph on the board and change the sentences into future tense.

**Procedures:**

1. The teacher will review the previous day’s lesson about past tense verbs. The teacher will ask the students the question, “If we have talked about present and past tense, what do you think the tense we will be talking about today is?”

**First Step of the Tennessee Instructional Model**

1. The teacher will go over clues students can look for when deciding if a verb is in the future tense (i.e. tomorrow, next week).
2. The teacher will hand out notecards with verbs written on them.
3. The teacher will keep one card for herself. She will tell the class what verb is written on the notecard. She will then model how to write the verb in the future tense.

**Second Step of the Tennessee Instructional Model**

1. The teacher will ask each student what their verb is and she will write the verb on the board.
2. She will then help each student decide what the future tense of the verb should be and write a sentence using the verb.

**Third Step of the Tennessee Instructional Model**

1. The teacher will then instruct the students to think about the future. Then write two paragraphs about what they want to be in the future. Students should use the future tense of verbs.

**Closure:**

The teacher will review the lesson and ask students questions about future tense verbs. What are some examples of future tense verbs? What are some clues that a sentence is written in future tense?

The teacher will have the students read their paragraphs about the future and share how they decided to write the verbs the way they did.

**Assessment:**

Objective1: Students will write 2 paragraphs about where they want to be in the future.

Assessment1: The teacher will use a rubric to grade the paragraphs. Students will be graded on the proper use of the future tense, spelling, and grammar.

Objective 2: Students will come up with a sentence using the verb on their notecard.

Assessment2: The teacher will listen and observe the students response.

**Supplemental Activities:**

For extra practice and review, students can play the Future Tense Battleship Game.

<http://www.quia.com/ba/343278.html>

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| **IN THE FUTURE RUBRIC** | | |
| Student used future tense verbs properly | Student used future tense verbs mostly correct | Student didn’t use future tense verbs properly |
| Student used correct spelling | Student used mostly correct spelling | Student didn’t use correct spelling |
| Student used correct grammar | Student used mostly correct grammar | Student didn’t use correct grammar |

**Resources:**

<http://www.brainpopjr.com/readingandwriting/word/tenses/grownups.weml>